

## **Fifth Grade Grammar Toolkit**

### ***PACS5.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and in particular sentences.***

- Students will identify, use, and/or explain conjunctions, prepositions, and interjections in sentences.
- Model examples of conjunctions, prepositions, and interjections.
- Shared writing
- Look for examples in student writing.
- Additional resources in binder

### ***PACS5.D.1.1.5 Use correlative conjunctions***

- Students will use the correlative conjunctions either/or, neither/nor, not only/but also...
- Model examples
- Find examples in text
- Additional resource in binder

### ***PACS5.D.2.1.1 Expand, combine, and reduce sentences for meaning, interest, and style***

- Students will form compound and complex sentences according to purpose.
- Model revisions in writing
- Partner work—expanding/reducing sentences
- Additional resources in binder

### ***PACS5.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.***

- Students will use appropriate tenses.
- Model/review verb tenses: past, present, future, progressive
- Sort sentences by tense.
- Identify tenses of verbs in their own writing
- Scavenger hunt—find examples of each tense in newspaper/magazines
- Additional resource in binder

**PACS5.D.1.1.2     *Form and use perfect tenses***

- Students will use forms of *have* and *be*. (Example: I had walked, I have walked, I will have walked.)
- SMARTBOARD lesson:  
<http://macmillanmh.com/ccssreading/imagineit/imagineit.html>  
Part 6 Language: Perfect Tense Verbs
- Additional resource in binder

**PACS5.D.1.1.4     *Recognize and correct inappropriate shifts in verb tense***

- Students will edit their work to correct shifts in verb tense.
- This skill should be reinforced in every writing unit of study.

**PACS5.D.1.2.1     *Use punctuation to separate items in a series***

- Students will use commas, colons, and semicolons correctly when punctuating items in a series.
- Model punctuation rules
- Shared writing
- Scavenger hunt—locate examples in newspaper/magazine

**PACS5.D.1.2.2     *Use a comma to separate an introductory element from the rest of a sentence***

- Students will use commas after adverbial, prepositional, or noun phrases that are introductory elements in a sentence.
- Model
- Shared writing
- Additional resource in comma task cards in binder

**PACS5.D.1.2.3     *Use a comma to set off yes and no*  
*Use a comma to tag a question*  
*Use a comma to indicate direct address***

- Students will use commas appropriately in their writing.
- Model/find examples of correct/incorrect comma usage
- Find examples in student writing
- Comma quiz:  
[http://grammar.ccc.commnet.edu/grammar/quizzes/comma\\_quiz.htm](http://grammar.ccc.commnet.edu/grammar/quizzes/comma_quiz.htm)
- Additional resources in binder

***PACS5.D.1.2.4 Use underlining, quotations, or italics to indicate titles of works***

- Students will use underlining or italics for long works and quotation marks for short works.
- Model
- Shared writing
- Additional resource in binder